

**QUESTIONING STRATEGIES IMPLEMENTED BY
ENGLISH TEACHERS OF MTsN-2 PALANGKA RAYA**



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1440 H / 2018 M**

**QUESTIONING STRATEGIES IMPLEMENTED BY ENGLISH
TEACHERS OF MTsN-2 PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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1440 H / 2018 M**

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Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in the Study Program of English Education of the Language Education of the Faculty of Education and Teacher Training of the State Islamic Institute of Palangka Raya.

Thank you for the attention.

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MOTTO AND DEDICATION

“Fighting has been enjoined upon you while it is hateful to you. But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah Knows, while you know not”

(Q.S. Al-Baqarah [2]: 216)



This thesis dedicated to:

My husband Winanto for his love, endless support, sharing, and caring. My baby to be for your support and energy. My beloved Father Paing & Sukar, and Mother Sainem and Sumarsih for their valuable endless prayer, sacrifice, and support.

DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 18th 2018

Yours Faith fully



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ABSTRACT

Triwuryani, Tities. 2018. *Questioning Strategies Implemented by English Teachers of MTsN-2 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M. Hum., (II) Santi Erliana, M. Pd.

Keywords: question, strategy, questioning strategies, English teacher.

This study was aimed at describing: (1) the questioning strategies implemented by English teachers, and (2) the teachers' preferences to use questioning strategies.

The study was descriptive study with qualitative approach. For the data collection, it was used the instruments such as observation equipped with observation checklist, and interview equipped with interview guideline. The subjects of study were the English teachers of MTsN-2 Palangka Raya. It was taken using purposive sampling technique. To analyze the data, it was through the techniques: categorical aggregation, direct interpretation, patterns, and naturalistic generalization. For the data endorsement, it was used triangulation and member-checking technique.

The result showed that: (1) the teachers used probing questioning strategy, factual questioning strategy and divergent questioning strategy, and (2) the teacher used probing questioning strategy to go beyond the first response, used factual questioning strategy to require the students to recall specific information students have learned, and used divergent questioning strategy to require both concrete and abstract thinking to arrive and appropriate response.

ABSTRAK

Triwuryani, Tities. 2018. *Strategi Bertanya yang diterapkan oleh Guru Bahasa Inggris MTsN-2 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Hj. Apni Ranti, M. Hum., (II) Santi Erliana, M. Pd.

Kata kunci: pertanyaan, strategi, strategi bertanya, guru bahasa Inggris.

Penelitian ini bertujuan untuk mendeskripsikan: (1) strategi bertanya yang diterapkan oleh guru bahasa Inggris, dan (2) alasan guru dalam menggunakan strategi bertanya.

Penelitian ini adalah penelitian yang bersifat deskriptif dengan pendekatan kualitatif. Untuk pengumpulan data dalam penelitian ini digunakan instrumen antara lain observasi dengan menggunakan lembar observasi atau ceklis, dan wawancara dengan menggunakan pedoman wawancara. Subjek penelitian ini adalah guru bahasa Inggris MTsN-2 Palangka Raya. Subjek penelitian tersebut ditentukan dengan menggunakan teknik pengambilan sample *purposive sampling*. Untuk menganalisis data, digunakan teknik antara lain: agregasi kategori, interpretasi langsung, pola, dan generalisasi naturalistik. Untuk pengabsahan data, digunakan teknik triangulasi dan pengecekan anggota.

Hasil penelitian ini menunjukkan bahwa: (1) guru menggunakan strategi bertanya tanya jawab, strategi bertanya faktual, dan strategi bertanya yang berbeda, dan (2) guru menggunakan tipe pertanyaan jenis tanya jawab untuk mengetahui respons siswa, menggunakan strategi pertanyaan faktual untuk meminta siswa mengingat informasi spesifik yang telah dipelajari siswa, dan menggunakan strategi pertanyaan yang berbeda untuk menuntut pemikiran yang konkrit dan abstrak untuk tiba dan respons yang tepat.

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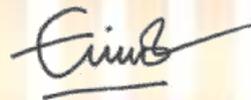
Her appreciation is addressed to:

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Palangka Raya, October 18th 2018

The writer,



Tities Triwuryani
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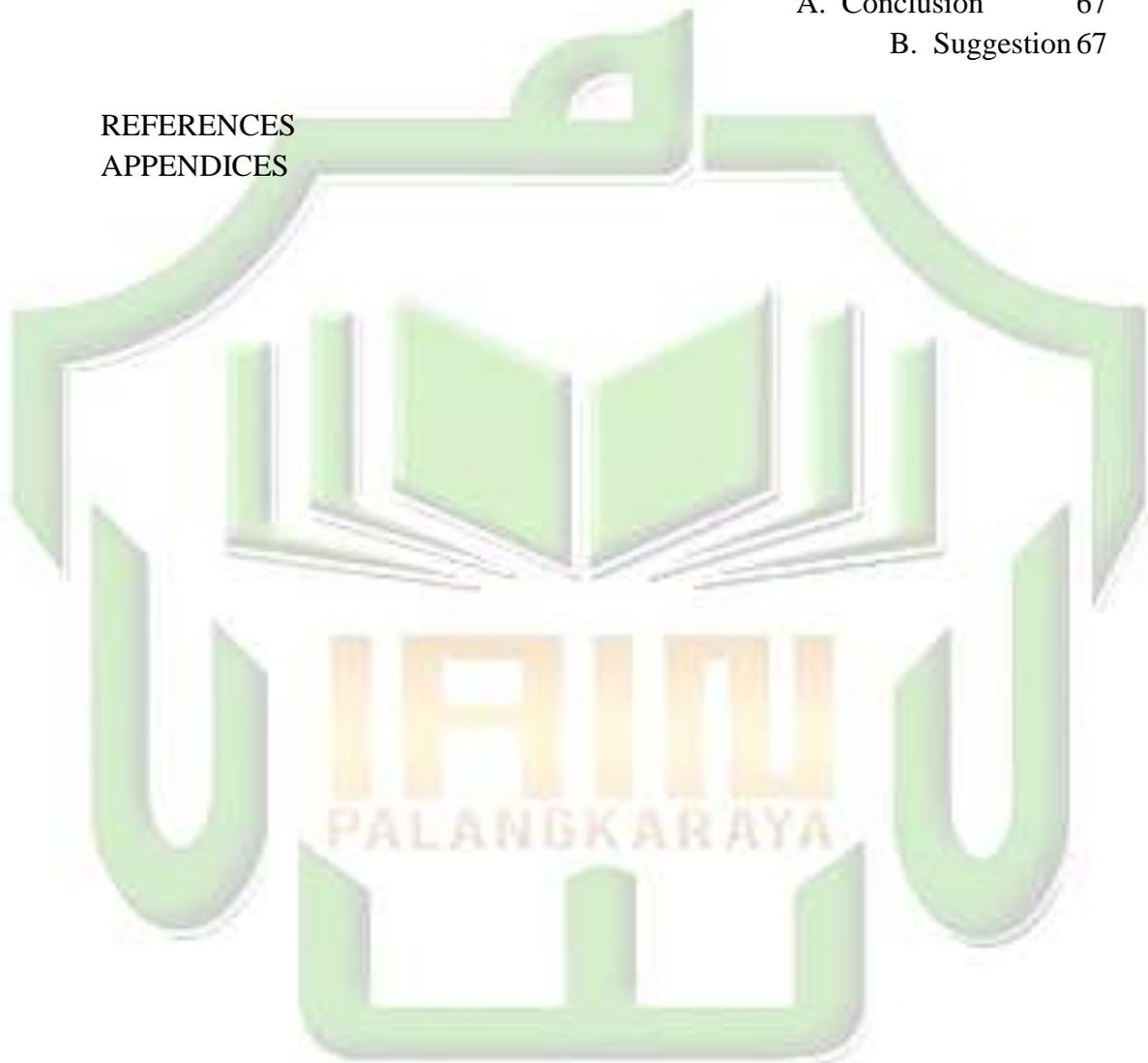
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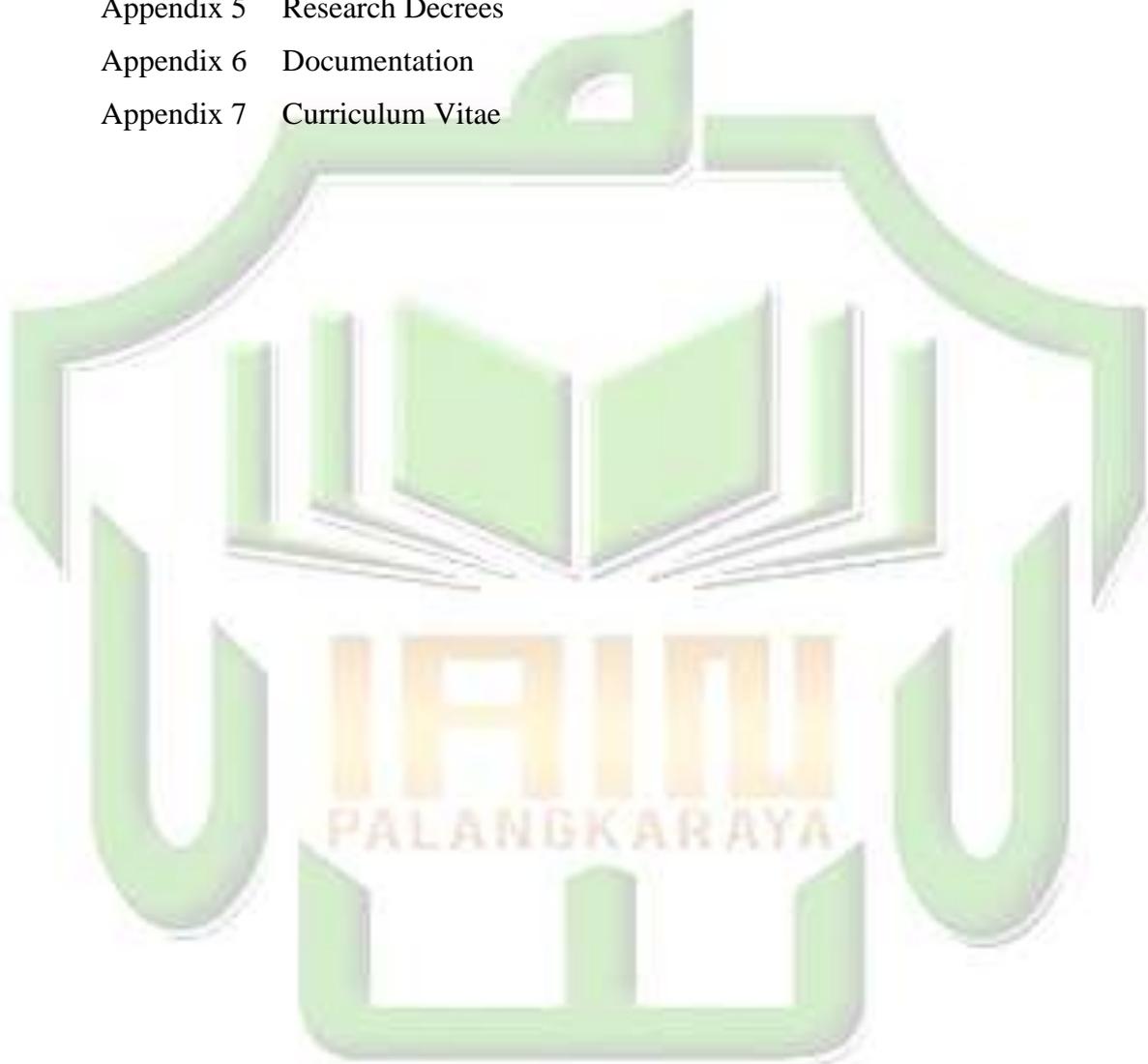
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CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study.

English is the language most frequently used in international trade, diplomacy and tourism and that more people than any other language study it. Learning English as a foreign language is more difficult than that of native language. In fact, the main problem arising are not only caused by the difficulties of the foreign language system, but also from that of the native language system.

English is considered as the first international language which is formally taught from elementary school, junior high school, senior high school up to university level. Learning English is an obligation for the students because English has important function especially in Indonesia. The goals of teaching English is different in different levels both materials and level of difficulties. In Junior High School, the main goal of teaching English is to introduce English as a foreign language. The students are expected to have the skills of English language at least in simple way. The students are generally beginners in learning English and some of them have been learning English for sometimes.

In teaching and learning process, some teachers use some strategies to help them in teaching English and make their students understand well about the materials. Each teacher has their own strategies to improve their skill in teaching English as a foreign language in classroom. In that process there is a process which called asking or giving questions. It can be from teacher to students or the students to the teacher.

There are some strategies that can be applied by the teachers in improving students' understanding about the material which has been taught. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Using questions to teach is one of effective strategies that have been applied for countries. Walsh (2011) and Xuerong (2012:1-7) states that questioning is very important in the language classroom as it is the tool to interactive learning. The posting of questions during a lesson can also define interpersonal relations between a teacher and the students and indicate the desire to share discourse. By using questions, a teacher can identify what knowledge the students already possess and their understanding of specific issues. According to Gattis (2002: 41), a question is one of the most important tools in guiding and extending students' learning. It can help the teachers develop their own strategies to improve the students' work and thinking. Teachers often use questions to stimulate the recall of prior knowledge to promote comprehension, and to build critical thinking skills during a teaching and learning process.

According to Esther (2012:1), teacher's questioning and language interactions they produce build students' thinking by encouraging students to reflect on their ideas and to compare their perceptions with those of others. Effective questioning can be an effective tool if it can encourages students' discovery of new interests and increases their awareness of the potential of ideas and concepts, promotes deeper thinking about ideas, concepts, and beliefs, and creates a safe climate for diverse perspectives in classroom discussions.

Ellis (as noted by Sujariati, Rahman, and Mahmud, 2016:110) proposes two reasons why teachers ask questions in their classrooms. First, question requires responses, and therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted.

Recent research by Chaudron (as cited in Sujariati, Rahman, and Mahmud, 2016) states that the tendency for teachers to ask many questions has been observed in many investigation. It is presumed that the students likely show high interest and attention towards the teaching activity because it can stimulate students to be much involved in language learning process. That is why in achieving the goal of teaching, teacher's questioning strategies in interaction is one of the factors that should be considered by the teachers to make an effective process teaching and learning.

In many contexts, questions as an instrument use only when a specific answer is sight. The teachers ask questions only when they already know the precise answers. This type of questioning discourages the act of discovery that good questioning seeks to promote. Many teachers pass over a student who has answered “incorrectly” or even finish the students’ response, not allowing the student to elaborate. In such cases, the teacher has missed the point of effective questioning. The opportunity for a thoughtful discussion has been lost. Consider what may happen if, instead of overlooking a student with the incorrect answer the teacher ask why he or she thinks that and their reason. Quite possibly the student’s follow up response will open up a totally different and important aspect of the topic that the teacher had not considered.

Based on pre-observation and pre-interview with the English teachers of MTsN 2 Palangka Raya, they also use questioning strategy when teaching English in their classroom to help them know what students have understand about the material, and make students pay attention to the lesson. Questioning is a tool to interactive learning. By using questions, a teacher can identify what knowledge the students already possess and their understanding of specific issues.

Teachers have a strategic and important position in learning, because the teachers plan, manage, and assess the entire learning process, understand the needs of their students, and know what strategies are appropriate to the material being taught. Therefore, a strategy that is appropriate to the learning that is capable of supporting the achievement of the learning objectives is

desired. One of the effective strategies that can be used is using questioning strategy.

Guest (cited in Sujariati, 2016:109) defines questioning strategy is one of the important tools to extending students learning which can help teachers develop their own strategies to enhance the students work and thinking.

This is appropriate with some previous studies that questioning strategies can give positive effects from the use of questioning strategy, make a good interaction between the teachers and the students, make the teachers control the lesson, guide the students toward particular response, and promote interactions.

B. Research Problem

Based on the background of the study above, the problems of the study are:

1. What are the questioning strategies implemented by English teachers of MTsN-2 Palangka Raya?
2. Why do the teachers prefer to use questioning strategies

C. Objective of the Study

Based on the problems of the study above, the objectives of the study are:

1. To describe the questioning strategies which implemented by English teachers of MTsN-2 Palangka Raya.

2. To describe the teachers' preference to use questioning strategies.

D. Scope and Limitation

To avoid the observation becomes wider, the researcher tries to limit the problem of the study and focus on:

1. The questioning strategies which implemented in teaching English in the classroom.
2. The reason teachers prefer to use the strategies
3. The steps to implement the strategies.
4. Only focus on two English teachers who teach at VII grade.

E. Significance of the Study

Theoretically the result of this study is expected to give contribution in English teaching and learning, and inform the teachers about one of strategies to teach English in the classroom.

Practically, the result of this study can be useful:

1. For the students, the result of the study can help students to focus in the learning process, help the students to achieve the learning goals, and motivate students to express their opinions.
2. For the teachers, the result of the study can help teachers to find out students' learning difficulties, evaluate teaching materials that can be understand by the students, and find out how far the lesson can be understand by the students.

3. For the school, the results of the study give references in improving the quality of education and the teaching and learning process carried out by teachers. Also support the teacher to use the questioning strategy as one of strategies can be use in classroom.
4. For the researcher, researchers are able to apply strategies that are appropriate in learning English, as well as having the knowledge and insight about the material and learning media that are appropriate.

F. Definition of Key Terms

1. Question

A question is any sentence which by word order use of interrogative words or intonation, request information and answer. In the classroom, a question is one of the most important tools in guiding and extending students learning.

2. Strategy

Strategy is a plan of action designed to achieve a long-term or overall aim. In the classroom, strategy is a way to make the question to be effective in teaching and learning process.

3. Questioning Strategy

Questioning strategies is a strategy in teaching and learning process to find out what students know and understand about the material and involve students to be active in learning process by using a question one of teaching tool.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes the related literature includes related studies, definition of questioning strategies, types of questioning strategies, the implementation of questioning strategies, and problems in questioning strategies.

A. Related Studies

Related studies in a research can be used as a reference for the researcher to do the research, so the researcher is able to enrich the theory use in the research. These are some journals that related to the research as follows:

Table 2.1 Journals Related to the Research

Researcher	Title	Method	Analysis
Sujariati, Qashas Rahman, and Murni Mahmud, 2016.	English Teacher's Questioning Strategies in EFL Classroom at SMAN-1 Bontomarannu. <i>ELT Worldwide</i> <i>Vol. 3 No. 1</i>	Qualitative method using conversation analysis	This research conducted to find out teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning

			<p>activities. The findings of this research showed that the positive effects from the use of questioning strategies and made a good interaction between the teachers and the students.</p>
<p>Akhyar Rido, 2017</p>	<p><i>What do you see here from this picture?</i></p> <p>Questioning Strategies of Master Teachers in Indonesian Vocational English Classrooms.</p> <p><i>TEFLIN Journal, Volume 28, Number 2</i></p>	<p>Qualitative Approach</p>	<p>This research conducted to give understanding of the teaching practice of Indonesian vocational English master teachers in using questioning strategies. The findings showed that questioning strategies make the teachers control the lesson, guide the students toward</p>

			particular response, and promote interactions.
Hao Yang, 2017.	A Research on the Effective Questioning Strategie in Class. <i>Science Journal of Education. Vol.5, No. 4.</i>	Analysis	This research conducted began from a case that many students difficult to use English well whereas it is important to make a good understanding in teaching English in a classroom. The researcher studied and analyzed the related theories of Constructivism and Krashen's Input Hypothesis. In the last of this study, the researcher gave four suggestions for English teachers for the effective classroom

			questioning.
Mona Yousef and Abdullah Al-Bargi, 2017.	The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. <i>English Language Teaching, Vol. 10, No. 6.</i>	Discourse Analysis	This study conducted to examine the effect of questions on fostering interaction in EFL classrooms. The result showed that some types significantly improved classroom interaction while others failed to do so.
Junyi Meng, Tao Zhao, and Athithouthay C, 2012.	Teacher Questions in a Content-based Classroom for EFL Young Learners. <i>Theory and Practice in Language Studies, Vol. 2, No. 12.</i>	Qualitative Method	This study conducted to explore types and functions of questions that teachers use in Content-Based Instruction (CBI), and how teachers deal with the non-responded questions. The results showed that only display questions were used when dealing with

			teaching and learning, and it has six question modification strategies were employed when dealing with non-responded questions.
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The similarity between this research and the previous research is all of the research generally discuss about the using of questioning strategies in teaching and learning. Meanwhile, the difference between this research and the previous research is the researcher will clasify and describe questioning strategies which implemented by English teachers, also describe the reason why teachers prefer to use questioning strategies in teaching English in their classroom.

B. Questioning Strategies

1. Definition of Questioning Strategies

The term of questioning strategy consist of two words, question and strategy. The Hornby dictionary defined a question as a sentence which by word orders use of interrogative words or intonation, request information, and answer, etc. postman (cited in Guihun, 2006:100) said that “all our knowledge results from question. According to Gattis (2002:41), a question is one of the most important tools in guiding and

extending students' learning. Linch (as cited in Sujariati, Rahman and Mahmud, 2016:109) states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge. Long & Sato (as cited in Sujariati, Rahman and Mahmud, 2016:109) states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer. Cotton, K. (as cited in Sujariati, Rahman and Mahmud, 2016:109) also defines question as any sentence which has an interrogative form or function.

These definitions show that questions have very principal roles. Questions can be used to “stimulate thinking, assess student progress, check on teacher clarity, motivate students, maintain classroom control, provide repetition, emphasize key points, extend thinking skills, gain feedback on teaching/learning, provide revision strategies, create links between ideas, enhance curiosity, provide challenges, and so on” (Callahan and Clark, cited in Guihun, 2006:100-101).

Meng et al. (2012:2608) stated that teachers and learners “could benefit from teacher questions because the act of asking questions helped teachers keep students actively involved in lessons and stimulate them to keep thinking”.

Questioning is the basis of the teaching activities that can “encourage recalling, deepen the learning process and comprehension,

promote the imagination and problem-solving, satisfy the sense of curiosity and increase the creativity” (Zolfaghari et al., 2011, p. 2079).

According to William Wilen (as cited in Esther (2012:14), the purposes for asking questions might be to stimulate student participation, to initiate discussion of a topic, issue, or problem based on previous learning, and to evaluate students’ preparation for a later learning task.

Oxford dictionary defined strategy is a plan of action designed to achieve a long-term or overall aim. Strategy is all about gaining or at least attempting to gain, a position of advantage over adversaries or competitors.

Guest (as cited in Sujariati, Rahman, and Mahmud, 2016:109) states that questioning strategy is one of the important tools to extending students learning which can help teachers develop their own strategies to enhance the students work and thinking. Harvey (2000:8) also states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. According to Fries Gather J (2008:4), questioning strategy is one of the most important dimensions of teaching and learning.

Sujariati, Rahman and Mahmud (2016:107) define questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. The teachers need to know the ability of the students and how far the students understand the material. Teachers also

have to know the output of the students before or after teaching by giving questions.

From those definitions above, we can conclude that questioning strategy is a strategy in teaching and learning process to find out what students know and understand about the material, achieve the lesson of the goals, and involve students to be active in learning process.

Considering that questioning strategies plays a key role in teaching process, many experts emphasize why questioning strategies important to apply in the classroom. Questioning strategies are very important in order to affect the students' learning process in studying English which is still quite unfamiliar with them. Addler (as noted in Sujariati, Rahman, and mahmud, 2016:110) states that teachers pose questions to students in order to engage them and elicit deeper-thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Questions are used to review and summarize previous lessons and assess achievement of instructional goals or objective.

2. Types of Questioning Strategies

The fundamental important of questioning strategy during class process is to make it easier to implement a variety teaching method and technique. There are varieties of questioning strategies to help students take more responsibility for their own learning and engage the teaching and learning process. The key of teachers questioning strategy is to create learning environment that are more interactive, active and collaborative. Teachers also used teachers questioning strategy as a part of the assessment of learning in order to determine how the best structure, organize and prevent new learning. However, research has found that many teachers wait for 0.9 seconds before seeking the answer. Developing questioning strategy require much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answer and to share better answer. This will improve their skill and engagement. According to P.E Blosser (cited in Syarifah:2017) the major type of questions fall into categories, they are:

- Managerial, question which keep the classroom operating moving.
- Rhetorical, questions used to emphasize a point or to reinforce an idea or statement.
- Closed, questions used to check retention or to focus thinking on a particular point.
- Open, question used to promote discussion or student interaction.

There are many difference kind of question and that each is important. All of kind questions must balance to create an effective questioning process in classroom learning activity. Johns (2007) stated that teachers who are good questionnaire could motivate their students, stimulate high level thinking, encourage creativity and enhance self-concept in their students themselves. According to P.E Blosser (cited in Syarifah:2017) there are several questioning strategy that can be applied by the teacher during the class such as probing question, factual question, divergent question, and higher order question. This following list is the list of questions type that teachers can use to analyze their questioning strategies and develop a variety of question to think.

a. Probing question

Probing question is a series of question which require students to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond as stated by P.E Blosser. In such a case Jacobsen and Dulany (cited in Syarifah: 2017) define that probing is a question technique where students more active give the answer and supply much information to get more inclusive answer. In applying this strategy, teachers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Let's take a close look at this strategy in action.

*The teacher begin, “do you think trees are important to the land”
 (pause)
 “Amelia?”
 “Yes.”
 “Why, Amelia?”
 “Because they help hold things together.”*

The aim of this strategy is to get the students to justify or further explain their response thereby increasing the depth of the discussion. It also helps to move students away from surface responses. All too often, teachers do not take their students beyond the simple yes or no correct answer response. Teachers need to provide their students with increased opportunities to process information, to deal with the why, the how, and the best upon what. In other word the students not only gains experience in dealing with higher level task, but also experience a greater feeling success.

In this strategy, probing question is divided into two technique, they are redirecting and prompting. According to Jacobsen and Dulaney (cited in Syarifah: 2017) redirection is a method which reduces teacher talk and seeks to eliminate individual domination of class discussion. In the other word, this technique allows for maximum students verbal interaction. In addition, it can be used to call non-volunteer, hence distributing the discussion even further. Let’s take a close look at this technique in an action.

*Teacher : “What are them of Hemingway old man and the sea?”
 Samuel : “Its abound old man’s courage in catching a fish.”
 Teacher : “Ahmad do you agree?” or “Ahmad can you elaborate Samuel’s answer?”*

In this case, the teacher will redirect the same question to other students to get various answers. This strategy can create an active

classroom learning activity; also it can motivate students to show their confidence and ability. Difference with redirection, prompting is given a clue by the teachers to complete students answer. According to word reference.com (2006) prompting is providing hints or clues to elicit response. In classroom learning activity, not all of students will give a correct answer when teacher asked a question. Usually the student who was unable to respond often become confused and physiologically removes from the discussion. That is why teacher have stressed desirability of total involvement, but how can teachers deals with students who cannot answer the question or whose response are wrong? The following sequence between a teacher and one student deal with this problem.

Teacher: "Sella, what is the square root of 94?"

Sella: "I don't know"

Teacher: "well, what is the square root of 100?"

Sella: "Ten"

Teacher: "then, what do we know about the square root of 94?"

Sella: "it's between nine or ten."

The above demonstrate the technique refer to as prompting and involves the use of hint or clues which are used to aid the students in responding successfully. This method can also be employed when a response is incorrect.

b. Factual question

Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of

questioning strategy teacher will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided.

The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also it will create an inquisitive disposition and thinking or self-reflective approach to learning. In factual question there are two type of factual question they are simple bits of information and fact organize into logical order (sequence of event). According to Jessica (2008) the function of factual question are to delivery simple bit information, and to answer fact organize into logical order. Here is the example.

Simple bit of information

Teacher: "Who was the leader of the Free French forces during W.W.II?"

"Who is the main character in Margaret Mitchell's novel, Gone with the Wind?"

"During which century did Shakespeare live?"

"What is the Spanish verb meaning to run?"

Fact organizes into logical order.

"What are the steps a bill goes through before it becomes a law?" "How were the American and French forces able to bottle up Cornwall and the British at Yorktown?"

"How did Robinson Crusoe react when he discovered footprints in the sand?"

"What is the commercial method for producing hydrochloric acid?"

Those example are taken from the book of Teachers' questioning strategy by Blosser (1980).

c. Divergent Question

According to Jacobsen and Dulaney (cited in Syarifah) divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. P.E Blosser also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

Example:

"What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?"

"How would the story have been different if John had been a tall, strong boy instead of disabled?"

"If you were stuck on a desert island and the only tool you had was a screwdriver, what use might you make of it?"

"In what ways would history have been changed had the Spanish Armada defeated the English in 1588?"

In this strategy, teachers will notice that a number of students have responded in various ways to the questions posed by the instructor. The questions were such that it was impossible for the students to supply a single, correct response. None of the response were the exactly correct, yet none could be called incorrect. To sum up, divergent question allow for a variety of acceptable and appropriate response. In addition, they generally require a higher level of response.

d. Higher Order Question

According to P.E Blosser (cited in Syarifah: 2017) higher order question is questions which require students to figure out answers rather

than remember them. Requires generalizations related to facts in meaningful patterns. The aim of using this strategy was pointed out in a study by Hunkin (cited in Syarifah: 2017) in which the use of these questions resulted in an increase in higher levels of achievement with no decrease in the lower levels. Let's take a look at scenario and see how a teacher frames higher level of questions.

Higher order question requires students to think at deeper level and to elaborate on their oral response to literature as stated by Peterson and Taylor (2012). When teacher asked higher order question they may find that the question are difficult for students to answer or that students only give simple or two word answers. The teacher could then respond by modeling how to give a higher order response.

1) Evaluation

Requires judgment, value or choice based upon comparing of ideas or objects to established standards.

Example:

"Which of the two books do you believe contributed most to an understanding of the Victorian era? Why?"

"Assuming equal resources, who would you, rate as the most skilful general, Robert E. Lee or Ulysses S. Grant? Why?"

2) Inference

Requires inductive or deductive reasoning.

Inductive

Discovery of a general principle from a collection of specific facts.

Deductive

Logical operation in which the worth of a generalization is tested with specific issues.

Example:

"We have examined the qualities these world leaders have in common. What might we conclude, in general, about qualities necessary for leadership? Why?" (Inductive)

"If the temperature of the gas remains the same, but gas is taken to an altitude of 4000 feet higher, what happens to the pressure of the gas? Why?" (Deductive).

As stated by Blosser in his book teachers' questioning strategy.

3) Comparison

Requires student to determine if ideas/objects are similar, dissimilar, unrelated, or contradictory.

Example:

"Is a mussel the same thing as a clam?"

"What similarities and differences exist between Lincoln's Gettysburg Address and Pericles' Funeral Oration?"

"What is the connection between Social Darwinism and the Supreme Court actions of the late nineteenth century?"

3. The Implementation of Questioning Strategies

Asking students a question before beginning the class can encourage students to tap their existing mental models and build upon the previous knowledge. Prabowo (2013:44) had argur that teachers use questioning as a tol for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourage students to predict the content of the text, and gives them an interesting and motivating purposes in the classroom.

Therefore, by encouraging students to ask questions, teachers provide opportunities for students to become actively engage in the

learning process while also developing valuable Metacognitive skills that will benefit students the rest of their lives.

According to Hao Yang (2017:158) strategies of classroom questioning can be separated into the following three aspects, there are:

a. Preparing question before questioning

Effective classroom questioning requires teachers to prepare in advance. Although some teachers can ask questions extemporaneously, they still have some problems in linguistic organization, the degree of difficulty and the logic of language; therefore, teachers should prepare questions before questioning.

1) Deciding goals

The goal of asking questions should correspond to different classes within different teaching objectives. Teachers in preparing lessons should decide the purposes which required in classroom questioning.

2) Selecting questions

Students' learning is based on the emphasis of teachers' questioning in classroom teaching. As we know, a lesson has 45 minutes generally, to fully accomplish the teaching objectives during the limited time, teachers should focus on asking important questions rather than choose to ask the questions which students can answer easily. The unimportant details which teachers asked

will mislead students in English learning. So teachers had better to select content for questions before classes.

3) Phrasing questions

Teachers should take multiple answers into consideration when they are phrasing the questions before class and they ought to avoid asking “yes/no” questions. Questions would better to be specific which motivate students’ deep thinking even heated discussions.

4) Timing questions

Teachers should set aside enough time according to the degree of difficulty of the questions not only for students’ discussion and answering but also for students’ adequate thinking.

b. Controlling while questioning

Controlling while questioning means teachers should adjust the ways of asking consciously during the process of questioning.

1) Sequencing questions

Teachers’ questions are supposed to be stratified, which should be arranged from easy ones to difficult ones, from closed questions to open questions; from lower-level ones to higher-level ones.

2) Nominating after questions

Some teachers are used to nominate students before questioning, which can help them save time in class so that they can ask more related questions.

3) Nominating non-volunteers

Some students in class are shy to answer any questions, some are absent-minded easily. Teachers should pay attention to these students and nominate these non-volunteers positively in class to promote these students to participate in classroom learning.

4) Giving chances to all students

Teachers should fully develop each students' motivation especially the non-volunteers instead of always nominating those active or top students. Teachers should give chances to all students to build up their interests in learning English.

5) Probing and redirecting

Probing may help students build up their confidence and redirecting can help students release the embarrassment when they cannot answer the questions. Teachers who use probing and redirecting in class will help them create a harmonious learning atmosphere.

6) Asking follow-up and challenging questions

Follow-up and challenging questions are beneficial to develop students' thinking ability and language levels, which will increase students' confidence in English learning.

c. Giving feedbacks after questioning

1) Praising

Praising means acknowledgment. Students need teachers' praise, especially the backward students. Students with different ages, however, have different demands for praising. Praising will increase students' confidence in English learning.

2) Encouraging

When students' answers are not quite right or they cannot give answers, teachers should encourage them rather than ignore the problem or criticize the students. Teachers might give students some suggestions to help them analyze the questions so that they can give their own answers through teachers help.

3) Quoting

Quoting is an indirect praising. When a teacher quotes students' answers at the end of the class, students will feel a sense of success and recognition, which arouse students' confidence to attain higher learning goals.

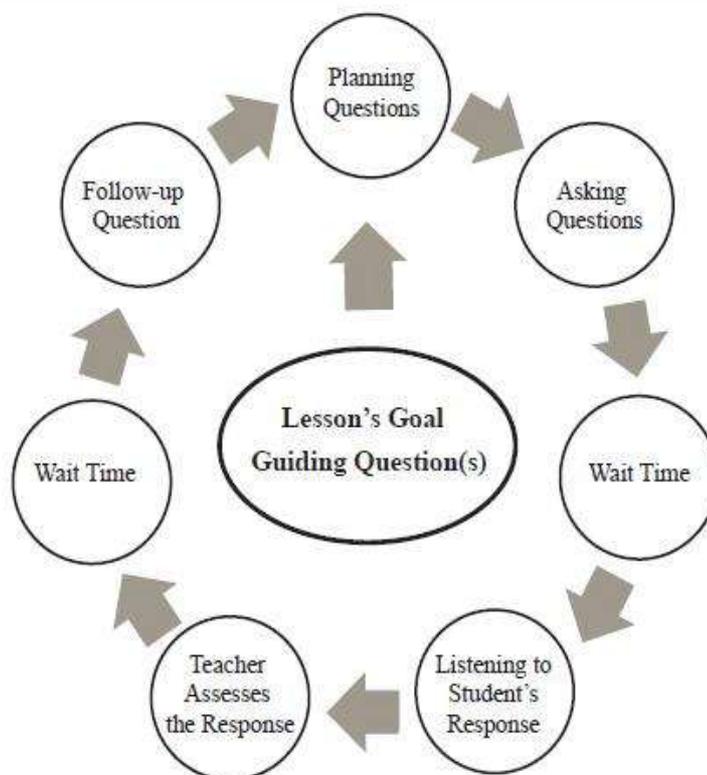
According to Fuscho (2012:11) the steps in implementing the effective questioning strategy is using Questioning Cycle. The Questioning Cycle is a systematic method for using questions to collect information about students' knowledge, encourage students to consider diverse ideas, and build a community of thinkers. Esther also define Questioning Cycle as strategy that breaks the rigid, traditional pattern of recitation and memorization. Instead, it provides an organizational framework that enables teachers to plan purposeful questions that get at the heart of a

lesson, that encourage a diversity of ideas, and that build an interactive classroom culture that support creative and critical thinking. The basic steps in the Questioning Cycle are:

- a. Establishing lesson goals and guiding questions
- b. Planning the question
- c. Asking the question
- d. Allowing wait time
- e. Listening to the student's response
- f. Assessing the student's response
- g. Following up the student's response with another questions
- h. Re-planning based on students' responses

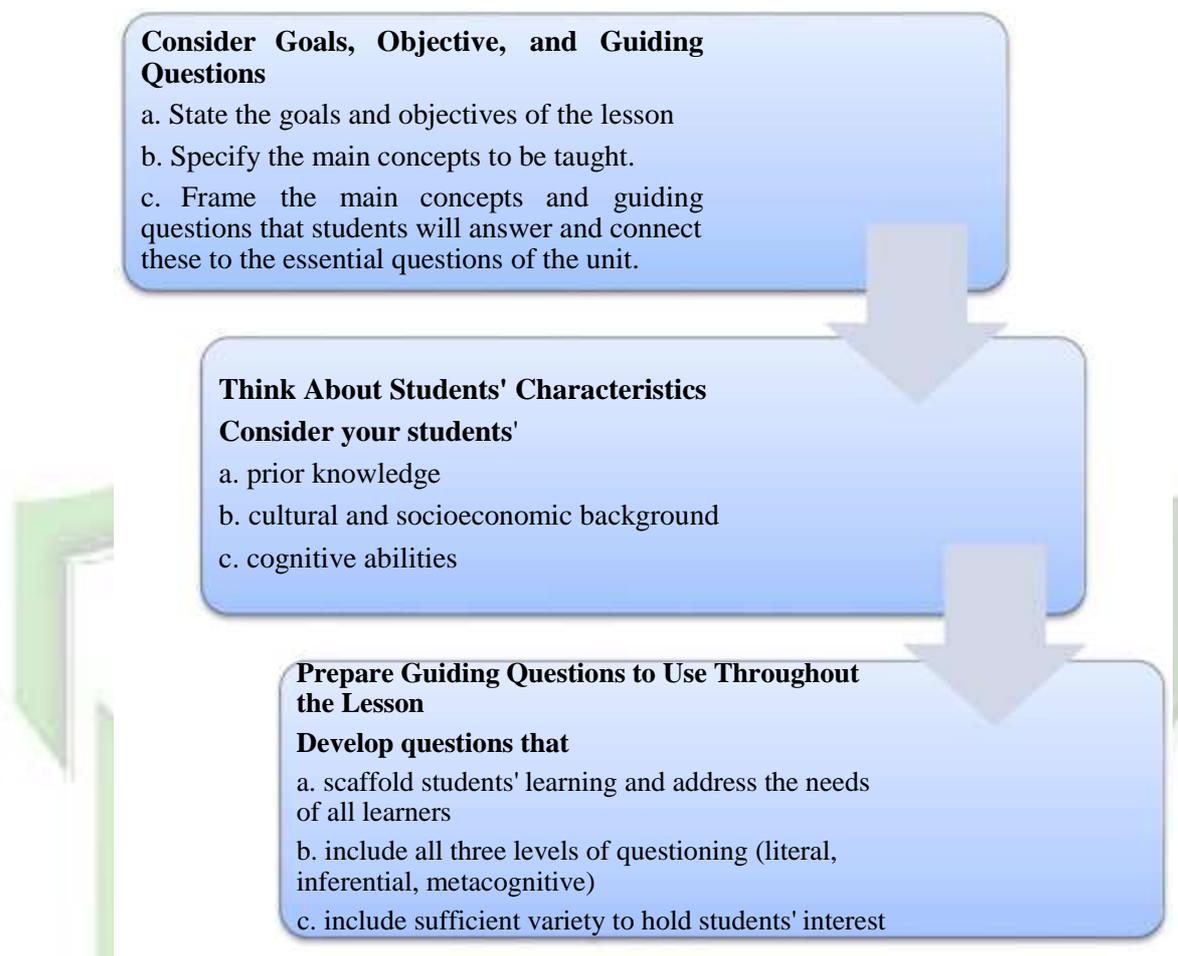
During the Questioning Cycle, the teacher uses his or her planned questions to stimulate the conversation about the information being taught, and the discussion allows students to reveal their real understanding of the concepts being explored. When teachers begin to consistently ask challenging questions to students, there is a change in students' understanding of the concepts (Fusco, 1983). Students begin to search inwardly for more information, piggyback on the ideas of their classmates' responses, and establish more of a community atmosphere.

Figure 2.1 Steps in the Questioning Cycle by Esther Fusco



According to Fuscho (2012:39), good lesson planning is the key to good questions and instructional practice. The teacher builds the lesson starting with an awareness of how the lesson fits into the overall unit. From the goals and objectives, the teacher frames the essential questions that structure the class' exploration of the topic. Next, the teacher thinks about the students' prior knowledge, background, cognitive abilities, and the support that may be needed to help students reach the desired objectives. Finally, the teacher plans guiding questions to direct the discussion and extend students' thinking as follows:

Figure 2.2 Steps in Planning Questions for a Lesson



The first step in planning question is to decide the goals and objectives of the lesson and the reason for asking the questions. A question can be perfect in design and still not be appropriate. First, the question must have a clear content focus. The teacher needs to identify the key concepts and pinpoint what students need to understand about them. Secondly, the students must have experiences with and knowledge about the concepts embedded in the questions that the teachers ask. It means that the teacher understands what the question is asking the students to do cognitively, and what students' level of development is in relationship to

the contextual level of the question. Thirdly, the specific questions that the teacher asks during the lesson are often called guiding questions, because they guide the students' explorations. The guiding questions stem from the topic's essential questions, and their purpose is to form the structure that allows students to eventually answer the essential questions.

Eble (cited in Sujariati, Rahman, and Mahmud, 2016:111), in additions, argues that teachers' questions can be applied in three sessions:

(1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

a. Questioning at the beginning

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation.

In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions.

In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going.

Furthermore, this session is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the purpose of the course. The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the teacher can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind.

b. Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and

on learning process because it is more effective in fostering learning than are written questions.

Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end.

In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more.

c. Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to

assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding.

Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning.

Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address student issues at the beginning of the next class period or review to clarify content.

4. Problems in Questioning Strategies

According to Hao Yang (2017:159) there are some problems in questioning in the classroom:

a. Distribution of Questions

Distribution of questions is considered as one of the most important questioning strategies, which means that teachers should

offer equal chance of thinking and answering questions to each student. Teachers' distribution of questions affects students' learning interests and learning participation. From the author's observations, many teachers have the same higher stress with students so they are reluctant to spend time in questioning in a 45-minute class, they just ask few top or active students to answer questions rather than give equal chances to every student. Some teachers would like to choose the way of students' collective answering for questioning so that students can keep what they have taught in heart. In fact, this unequal distribution of questions is not only does harm for students to memorize what they have learned, but also let some student lose confidence and interest in English learning.

b. Lack of Wait-Time

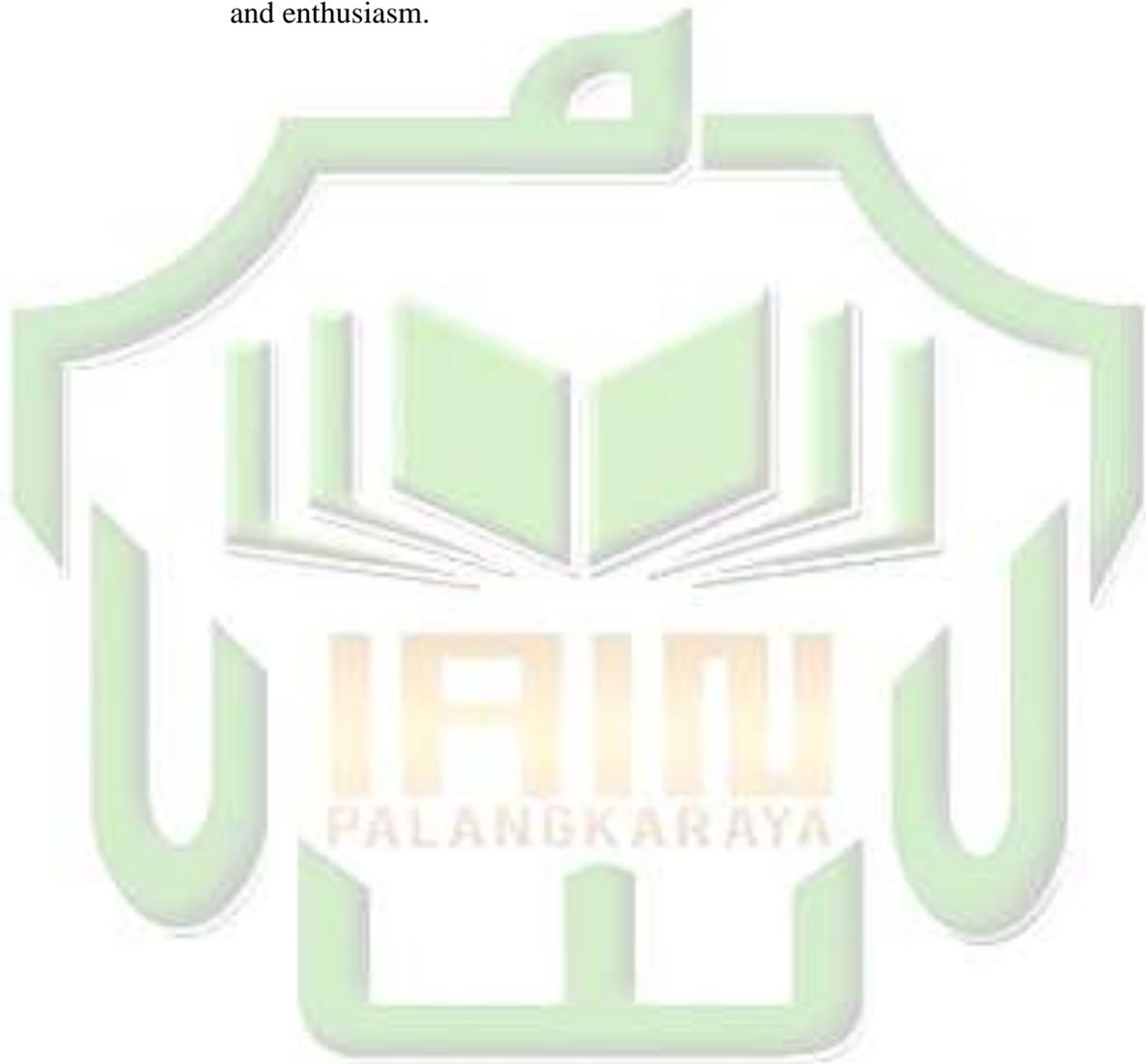
According to Nunan, it is of great importance for students' learning if teacher extends waiting time properly. During waiting time, students' not only can comprehend the question, but also organize the target language to answer questions. So we can see, wait-time plays an important role in classroom questioning. In author's observation, some teachers pay attention to this factor in classroom questioning. However, few teachers cannot control the time interval among questions. They ask a question, and then pose another without enough time for students' to think about the answers. Some teachers also do not have enough patience to wait for students' answers after their questioning. Moreover,

some teachers often choose a certain student to answer before they give the questions so that the student must answer questions without time to think about. This lacking in wait time will put students in a state of high tension. Students cannot think about teachers' questions effectively and give related answers properly, which will make them feel nervous and reduce their learning interests in English.

c. Lack of Corresponding Feedbacks

According to Littlewood, teachers' feedback is an important act in English teaching because it provides learners with knowledge of how successful their performance has been and has a great influence on students' interests in learning English. That is, after students' answering, teachers should give students corresponding evaluations. Students can be affected by teachers' different feedbacks; teachers' positive feedback will increase students' learning interests in English while negative feedback will make it inversely. In fact, some teachers lack of feedback in real classes. The reasons are the following: Firstly, there is no need to give evaluation that the questions which posed easily are answered by students together. Secondly, there are no necessities for teachers to evaluate some inefficient questions. For example: the teacher asked the question "Do you know the subject and objective of this sentence?" It's no value to give feedback to this kind of questioning. Thirdly, teachers lack of the awareness of evaluation. Although most of teachers give encouragement and judgment to

students' answering, the language, however, are lacking in pertinence. Mostly teachers always reuse the simple sentences: "Good!" or "Well done!" It's ambiguous and can't increase students' learning motivation and enthusiasm.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes research methodology include research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

Qualitative design uses to collect and analyze the data. The data collected by using observation and interview. According to Creswell (2007:37), Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and a 'complex description and interpretation of the problem, and it extends the literature or signals a call for action.

The method of this research is descriptive analysis which is used to get a systematic, factual, and accurate overview information about the fact, nature and relationship between the phenomena that are being investigated.

B. Subject of the Study

In this research, the researcher uses purposive sampling. Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money”. Black (2010)

The teachers' criterias needed in this research are:

1. Certified English teachers at MTsN-2 Palangka Raya

Certified English teachers chosen as major criterion because the researcher want to know the strategies used by English teachers in teaching and learning process that already certified.

2. Using questioning strategies

Teachers use questioning strategy as second criteria because it will help the researcher to get more information about questioning strategy. It can give additional data for the research.

3. Teaching at VII grade

Teachers who teach at VII grade as one of the criteria because students at VII grade in transition period from elementary school to junior high school, so they still need full guidance from their teacher. The teacher

should give full attention for them so they can learn and participate the learning process well in the classroom.

C. Source of Data

The data source in this study related to the type of data collected.

Based on that, the sources of data are:

1. Primary Data Source

Data obtained from the data source first through the procedures and techniques of data retrieval in the form of interviews and observation. In qualitative research, the number of data sources or the respondent is not predetermined, because if it has been obtained the maximum information, then the purpose of review has been fulfilled. Therefore, the concept of the sample in qualitative research is related with how to choose respondents and specific social situations can provide steady and reliable information about the focus researchers.

To obtain clear and appropriate data with research problem, the researchers get the primary data based on interview and observations from the subjects of the research or informant, so it can answer the problem and the purpose of the research.

2. Secondary Data Source

Data obtain from indirectly sources, usually in the form of important documentation and archive data.

The secondary data source in this research are the books that relevant to the research title, written documents about MTsN-2 Palangka Raya that relevant to the focus of the research problem. The data will explore with documentation and techniques literature review consisting of books, scientific magazines, archives and private document. Places and events, where researchers get data among others include decision-making process, lesson plan, learning process and learning evaluation.

D. Research Instrument

Schreiber and Abber-self (2011) have argued that an instrument is anything used to collect data. Instrument of the research is the tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, this study uses some instruments; observation, field notes, and interview.

1. Interview

Interviews are particularly useful for getting story behind a participant experience. By using interview method, the researcher can get the deepest information from the participants.

In this research, the researcher has two kinds of interview; teachers' interview and students' interview. Firstly, the researcher interviews the teachers who teach in the classroom then the researcher gives questions for interviewee related to the research question such as; the types of questioning that the teachers like to use, the reasons why they use

the questions, and other questions that still related to questioning strategies.

Secondly, the researcher does the interview after the teaching sessions in the classroom to elicit their opinions about the use of questioning strategies by the teachers; whether the strategies encourage participation and improve their speaking skills. Most of the interviews conduct in Bahasa Indonesia because it is better understanding by the students also more comfortable giving their responses in their mother tongue. The researcher uses unstructured interview because to get in-depth interview.

2. Observation

According to Bailey (cited in Xiaoyan Ma, 2008) classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis. The main purpose of observation is to know how often the teacher uses questioning strategy and the effect of questioning strategy in classroom learning activity.

In this research, the researcher does observation in the class to collect the data by using video recording and a little note. The researcher observes two teachers. For doing this activity, the researcher does several steps. Firstly, the researcher sits in the classroom from beginning to the end of each session to record the teachers' teaching and all activities in the classroom. Secondly, while the researcher records the teaching EFL

classroom process, the researcher also takes note anything which related to this research.

Thirdly, the researcher also fills observation checklist which consists of teachers' observation checklist. Teachers' observation checklist takes from the Questioning Cycle by Esther Fusco (2012) and this observation checklist is in appendix 1. Teachers' observation checklist use to know teachers' understanding about questioning strategies and how questioning strategies implemented by the teachers in the classroom.

After the data collect, the researcher will transcribe the recording and analyzes the data and categorize the teachers' questioning strategies based on the theories.

E. Data Collection Procedure

In collecting the data, the researcher employs some techniques of data collecting as follow:

1. Observation

Gray (2009) define observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

The researcher does the research by monitoring the process of learning in the classroom as follows:

- a. Select a location and get access permission to the location
- b. Make a preliminary observation to recognize the general atmosphere of a location and make small notes.
- c. At the location, identify who or what to observe, when to observe, and how long the observation takes place.
- d. Position you as an observer (initially).
- e. Conduct multiple observations to understand individuals and locations.
- f. Make a brief note during observation process or make a record of observation process)
- g. Consider what information to record during the observation process.
- h. Make sure you are recognized by the location and / or individual in the location but your presence is "unconscious".
- i. After the observation complete, ask permission to leave and notify that there is still a data analysis will do and a summary of the research results will notify.

2. Interview

In this research, the researcher uses unstructured interview to do that. The researcher take the types of interview because in-depth interview, really getting to the heart of the matter and exploring the phenomenon in its truest form. In-depth interviews as a research technique are valuable because they are flexible, interactive and responsive, allow for probing during the interview, and thus enabling researchers to explore the meanings people attach to their experiences. Legard et al., (2003:41), also

mention that researchers should view interviewing as a special type of “partnership” and “conversation with purpose”

For collecting data, the researcher does the procedure as follows:

- a. The researcher determine to whom the interview will conduct.
- b. Make an outline the topic will discuss.
- c. Determine the type of interview.
- d. Ask the participants for permission.
- e. Begin the flow of interview.
- f. Do the interview.
- g. During the interview, the researcher makes a brief note.
- h. Confirm the result of the interview and end it.
- i. Write down the results of the interview into the transcript of interview.
- j. Identify the follow-up of interview results.

F. Data Analysis Procedure

In this study, the researcher uses grounded theory to analyze the data. This method of qualitative data analysis starts with an analysis of a single case to formulate a theory. Then, additional cases are examined to see if they contribute to the theory.

Stake (as cited in Creswell, 2007:163) advocates four forms of data analysis and interpretation in qualitative research, there are:

1. Categorical Aggregation

The researcher seeks a collection of instances from the data, hoping that issue-relevant meanings will emerge.

2. Direct Interpretation

The researcher looks at a single instance and draws meaning from it without looking for multiple instances. It is a process of pulling the data apart and putting them back together in more meaningful ways.

3. Patterns

The researcher looks for a correspondence between two or more categories.

4. Naturalistic Generalizations

Generalization that people can learn from the case either for themselves or to apply to a population of case.

G. Data Endorsement

The credibility of a qualitative research paradigm depends upon the ability and effort of the researcher. So far, whenever the researcher addressed the concepts of reliability and validity in qualitative research they referred credibility. Therefore, the quality of a research is related to generalizability of the result and thereby to the testing and increasing the trustworthiness of the research. According to Lincoln and Guba (cited in Pandey and Patnaik, 2014:5746) trustworthiness involves establishing credibility, transferability, dependability, and conformability.

1. Credibility (in preference to internal validity)

Credibility refers to the degree to which the research represents the actual meanings of the research participants, or the “truth value”.

In this research, credibility means checking out the trustworthiness of the findings data.

Techniques for establishing credibility:

a. Triangulation

Triangulation involves using multiple data sources in an investigation to produce greater understanding (Merriam, 1995). Triangulation rests upon the belief that a single method can never adequately explain a phenomenon. Using multiple methods can help to facilitate a deeper understanding.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data source of multiple data collection procedures. In this research, the researcher chooses methods triangulation types and uses observation and interview technique to collect the information.

b. Member-checking

Lincoln and Guba (1985) consider member checks as the single most important provision that can be made to strengthen a study's credibility. Participants may also be asked to read any transcripts of dialogues in which they have participated. Here the emphasis should be

on whether the informants consider that their words match what they actually intended.

2. Transferability (in preference to external validity/generalizability)

Transferability, a type of external validity, refers to the degree to which the phenomenon or findings described in one study are applicable or useful to theory, practice, and future research, that is, the transferability of the research findings to other contexts. Techniques for establishing transferability:

a. Thick Description

Thick description is described by Lincoln and Guba (1985) as a way of achieving a type of external validity. By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people.

The researcher describes and explains the research in detail, clear, systematic, and credible way, so, another researcher can apply for next research. The readers get good information “what this research is like”, it means the research achieve transferability standard.

3. Dependability (in preference to reliability);

Dependability refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit, and

critique the research process (Sandelowski 1986, Polit et al. 2006, Streubert 2007).

Techniques for establishing dependability:

a. Inquiry Audit

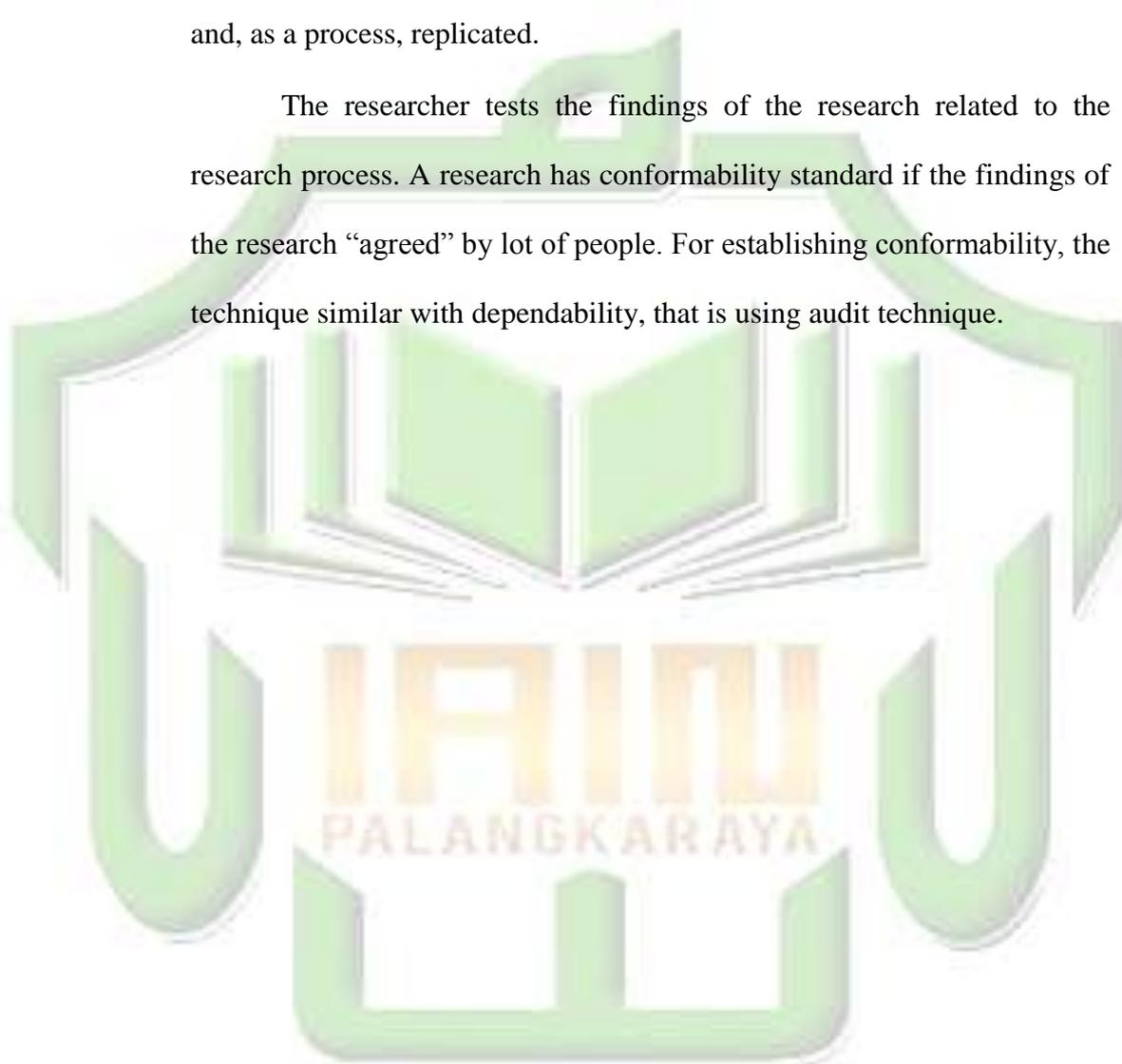
Lincoln and Guba emphasize "inquiry audit" as one measure which may enhance the dependability of qualitative research. It involves having a researcher not involved in the research process to examine both the process and product of the research study (Hoepfl,1997). Merriam (1995) uses the term 'audit trial' as one of the techniques to establish dependability. According to Merriam (1995), in order for an audit to take place, the investigator must describe in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry. The purpose is to evaluate the accuracy and evaluate whether or not the findings, interpretations and conclusions are supported by the data.

The researcher asks the advisors do the audit about all process of the research activity include; determine the research problem, come to the place, determine data source, do data analysis, do data endorsement, and verification, also checking out the field notes. A research has dependability standard if other researcher can repeat or replicate the research process.

4. Conformability (in preference to objectivity)

To achieve conformability, researchers must demonstrate that the results are clearly linked to the conclusions in a way that can be followed and, as a process, replicated.

The researcher tests the findings of the research related to the research process. A research has conformability standard if the findings of the research “agreed” by lot of people. For establishing conformability, the technique similar with dependability, that is using audit technique.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher describes research findings include data presentation, research findings, and discussion.

A. Data Presentation

1. Interview

In order to answer the research problem, the researcher had divided the interview questions into two topics: questioning strategies implemented by English teachers of MTsN-2 Palangka Raya and teachers' preference to use questioning strategies. The researcher started by each question in a theme will be elaborate to get the clear answer. Two informants participated in this study. They were two English teachers of MTsN-2 Palangka Raya who teach at VII grade.

a. Questioning strategies implemented by English teachers of MTsN-2 Palangka Raya

Teacher 1 said:

“Kalau miss yang simple aja ya. Kalau bertanya dengan bahasa Inggris ada, campur-campur dengan bahasa Indonesia kalau dari segi bahasanya, kalau teknik bertanya saya biasanya bertanya kepada siswa sesuatu yang tidak terstatement langsung disitu, jadi bisa memancing siswa untuk berpikir lebih lanjut. Misalnya materi tentang jam tadi, kebetulan ada soal yang menunjukkan jam 13.15, sedangkan yang dipelajari tadi hanya yang tepat, dan ada siswa yang bertanya. Jadi saya mengembalikan pertanyaan itu ke siswa yang lain di dalam kelas supaya mereka juga ikut berpikir.”

Based on the answer of teacher 1, when she asked to the students, she used English and Indonesian language. She asked to the

inactive students to check their attention, and students who have understood, she also asked to them to find out how far the students understood about the material, it depends on the situation in the classroom. If any question that students do not understand, she gave the question to another students in the class. So, they can discuss it together in the class. It can be conclude that the teacher used probing questioning strategy to started the class, to checked students' understanding also assessed students' ability and factual questioning strategy to get and recall specific information.

In contrast, teacher 2 said:

“Pertanyaan-pertanyaan sederhana ya karena kelas VII kan, jadi pertanyaan-pertanyaan yang paling jawabannya satu jawaban pasti. Jadi bukan analisa, cenderung ke arah yang ingatan biasa.”

Based on the answer of teacher 2, she asked the students the simple question that required one specific answer. It can be concluded that the teacher used probing questioning strategy and factual questioning strategy frequently because the question designed to get and recall specific information, but sometime she used divergent questioning strategy to get variety and unique response from the students.

b. Teachers' preferences to use questioning strategies

Teacher 1 said:

“Jadi bertanya tentang materi yang sudah dijelaskan atau apapun yang berkaitan dengan pembelajaran itu sangat penting untuk mengetahui atau mengukur sampai dimana siswa memahami materi yang sudah dijelaskan oleh guru sehingga kita bisa menentukan apakah kita harus

tetap berada di materi itu hingga siswa mengerti kemudian jika sudah mengerti baru kita bisa menaikkan tingkatan materi tersebut, baik tingkatan pendalamannya atau apa.”

Based on the answer of teacher 1, she used questioning strategies to know and measure what students have learned about the material that has been taught. She explained from that strategies, she can determine the next material given to the students.

She also said that questioning strategies is orally, so she can directly know the students' capabilities in the classroom. She explained that she can directly measure, know, and follow-up the next step. If it was written, she did not know her real students' capability. She said:

“Jika strategi bertanya itu kan maksudnya orally, on the spot, artinya kita tau langsung kemampuan siswa ketika di kelas. Artinya kita bisa langsung mengukur, mengetahui, dan kita memfollow-up harus bagaimana mengambil langkah selanjutnya. Kalau tertulis kan atau apapun strategi selain itu kita tidak bisa real benar-benar tau bahwa kemampuan dia begitu, apa jangan-jangan dia liat punya temannya dan sebagainya. Tapi kalau orally langsung on the spot, langsung face to face dengan kita, kemungkinan besar kita bisa tau ternyata siswa ini sudah paham, ternyata siswa ini belum.”

Teacher 2 said that questioning strategies is important to help the teachers understand the students' comprehension level, so the teachers can determine what learning strategy that used by the teacher.

She said:

“Penerapan strategi bertanya cukup penting, seperti jawaban sebelumnya tadi, membantu guru dalam memahami tingkat pemahaman siswa sehingga bisa menentukan strategi pembelajaran apa yang akan dipakai oleh guru pada saat itu, hari itu.”

She also said questioning strategies made her got closer to her because she can mention their name, asked them to repeat, and gave her

students reward. She also stated by questioning, she can say good, thank you to improve the students' character. She said:

“Bertanya itu biasanya mendekatkan saya kepada siswa, karena saya bisa menyebut namanya, mendekatinya, meminta dia untuk mengulang, memberikan dia penghargaan. Jika melalui bertanya itu misalnya dengan mengucapkan good, thank you, melatih dia untuk lebih meningkatkan siswa secara karakter.”

2. Observation

The result of observations and video recording indicate that the English lesson on that school were dominated by question-answer routines.

a. Teacher 1

The first subject as the first teacher was Miss Z. She was an English teacher who taught at class VII-B until VII-I. The observation was held on September 26th and September 28th and continued at October 5th 2018 at MTsN-2 Palangka Raya. Below are questioning strategies, questioning type, teachers' question, the function, and the activities during the classroom observation.

Table 4.1 Observation's Result of Teacher 1

Questioning Strategies	Question Type	Teachers' Question	The Function	The activities
Probing	Open/closed question	Good morning class, how are you today ?	To refresh the students	The teacher started the class
Factual question	Factual question	Fach Rezi, what is 8 in English?	To get specific information	Assessment
Factual question	Factual question	Okay we have learned.	To recall specific information	Brainstorming the students

		What is 10 in English?		about the material that will explain at the day
Probing	Prompting	Fach Rezi, now you count from 1-10. So, what is 8 in English?	Drilling the students answered the correct answer	Assessment
Probing	Redirecting	What is 8 in English? (ask to all students)	To recall specific information	Assessed students' ability
Probing	Prompting	We have learned about number in English. Now, have a look at page 38, what picture is that ?	Teacher gave a clue to the students	Checked students' understanding
Probing	Redirecting	What is the total number in a time?	Drilling the students answered the correct answer	Assessed students' ability
Factual question	Factual question	What is a.m?	To get the true answer	Review the previous study
Factual question	Factual question	What is p.m?	To get the true answer	Review the previous study
Probing	Prompting	Have a look at this. What time is this?	Teacher gave a clue to the students	Checked the students understanding
Factual question	Factual question	Gabriel, what time is it?	To get specific answer	Assessment

Factual question	Factual question	Cahyo, what time is it?	To get specific answer	Assessment
Factual question	Factual question	Windy, what time is it Windy?	To recall specific answer	Assessment
Factual question	Factual question	What time is it Ariska?	To recall specific answer	Assessment
Factual question	Factual question	Khairul, please make line at 07.00 o'clock. So, which one the short hand?	To recall specific information that students have learned	Brainstorming the students about the material that will explain at the day
Probing	Redirecting	- Yossi, what time do you have breakfast? - What time do you have lunch? - And what time do you have dinner?	Drilling the students answered the correct answer	Assessed students' ability
Probing	Prompting	- In that book there is six o'clock in the morning. So when it is? - It's one o'clock in the	Teacher gave a clue to the students	Assessed students' understanding

		afternoon. So, when it is? - It's seven o'clock in the evening. So, when it is?		
Probing	Open/closed question	Any question?	To make the students focus to the teacher	Engaged students into discussion
Probing	Prompting	Who knows half past one?	Teacher gave a clue to the students	Checked students' understanding
Factual question	Factual question	Who can guess what time is it?	To engage students into discussion	Engaged students into learning process

The result of classroom observation described the use of teachers' questioning strategy in English classroom activities through applying several question and using them in mostly season in the teaching and learning process miss Z used several questioning strategies, probing (open/closed, prompting, and redirecting) and factual question were applied frequently in all season of teaching.

When she was questioning her students to know the students conditions, she used open/closed question. When the teacher wanted to review the lesson that they have been learnt before, the teacher used prompting method, she gave a clue to make students remember what

they have been learnt. Then she continued to ask the students by using redirecting strategy to recall specific information and also factual question to get the true answer.

Based on the result of observation, miss Z should repeat the questions to clarify the meaning sense of question. To make students respond her question, she also had to mix the question by using Bahasa and English.

b. Teacher 2

The second subject as the next teacher was miss H. She was an English teacher who taught at calss VII-A. The observation was held on September 26th and 28th, and continued on October 5th 2018 at MTsN-2 Palangka Raya. Below are questioning strategy, question type, teachers' question, the function, and the activities during class observation.

Table 4.2 Observation's Result of Teacher 2

Questioning Strategies	Question Type	Teachers' Questioning	The Function	The Activities
Probing	Open/closed question	Good morning students. How are you today?	Checked the students' condition	Greeting
Probing	Open/closed question	What we have learned in previous meeting?	Checked students' understanding about previous material	Assessment
Probing	Redirecting	Who can introduce the family?	To make students talk	Assessment
Factual question	Factual question	How many people in	To get specific	Assessment

		your family Bagus? Who are they?	information	
Factual question	Factual question	Who are they Cahaya?	To recall specific information	Assessment
Probing	Redirecting	How about you Musa? How many people in your family? Who are they?	Drilling the students answered the correct answer	Assessed students' ability
Factual question	Factual question	What is 11 in English, Fajar?	To recall specific information	Assessment
Factual question	Factual question	Would you write 11 in whiteboard, please?	To get specific information	Assessment
Factual question	Factual question	Adam, what is 12 in English?	To recall specific information	Assessment
Probing	Prompting	Do you still remember this?	Teacher gave a clue to the students	Teacher writes (that, this, these, and those) in whiteboard
Factual question	Factual question	What is the meaning?	To recall specific information	Assessment
Probing	Redirecting	<i>Itu 7 pulpen. Apa bahasa Inggrisnya? Siapa yang bisa?</i>	Drilling the students answered the correct answer	Assessed students' ability
Probing	Redirecting	<i>Apakah itu 20 pulpen? Siapa yang bisa?</i>	Drilling the students answered the correct answer	Assessed students' ability
Divergent question	Divergent question	How to reply if people say thank you?	To get variety and unique response	Discussion

The result of classroom observation described the use of teachers' questioning in English classroom learning activities through applying several questioning strategies and using them in mostly season in teaching process. The finding showed that during teaching and learning process miss H used questioning strategy to help her. Probing and factual question were applied frequently but she also used divergent question in the end of the class.

Miss H asked question to the students and the students can answer the question correctly. In other word, miss H did not need to explain the question or to mix the question by using Bahasa. All students at class VII-A are understood what the teacher was going to ask. Miss H also supported her students when they had difficulties and gave opportunities to help another students to answer the question.

To conclude, the questioning strategy that used by miss H in English classroom learning activities are to create an active class, to engage students into discussion and help her get closer to the students.

B. Research Findings

The researcher did the research and got the complete data from all the research instruments including observation and interview. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the

objective of the study. The researcher described the findings in this chapter into two parts. They would be described as follows:

The first part showed the description of questioning strategies which implemented by English teachers of MTsN-2 Palangka Raya. It described the strategy used by the teachers during the teaching and learning process in the class.

The second part showed the description of teachers' preference to use questioning strategies in the class. This part was aimed to know the teachers' reason used questioning strategy during teaching English in the class.

1. Questioning strategies which implemented by English teachers of MTsN-2 Palangka Raya.

Based on the result of observation and interview showed that teacher 1 used probing and factual questioning strategies. Probing question is a series of question which require students to go beyond the first response. In applying this strategy, teachers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as

what, who, where, when and why to set out simple information gathering response base on the information provided.

It was proven by the result of observation that teacher 1 usually asked questions that build students' understanding of a concept that begin with simple question, and moved to higher level, for example by giving questions as follows:

- a. *We have learned about number in English. Now, have a look at page 38, what picture is that?*
- b. *What is the total number in a time?*
- c. *Khairul, please make line at 07.00 o'clock. So, which one the short hand?*

It was proven by the result of interview conducted with teacher 1.

She stated that:

“Kalau miss yang simple aja ya. Kalau bertanya dengan bahasa Inggris ada, campur-campur dengan bahasa Indonesia kalau dari segi bahasanya, kalau teknik bertanya saya biasanya bertanya kepada siswa sesuatu yang tidak terstatement langsung disitu, jadi bisa memancing siswa untuk berpikir lebih lanjut. Misalnya materi tentang jam tadi, kebetulan ada soal yang menunjukkan jam 13.15, sedangkan yang dipelajari tadi hanya yang tepat, dan ada siswa yang bertanya. Jadi saya mengembalikan pertanyaan itu ke siswa yang lain di dalam kelas supaya mereka juga ikut berpikir.”

In contrast, teacher 2 used questioning strategies which probing and factual questioning strategy based on the result of observation and interview. Sometimes she also used divergent questioning strategy to get variety and unique response. Probing question is a series of question which require students to go beyond the first response. In applying this strategy,

teachers have identified the redirection and the prompting technique. The former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided. Divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. P.E Blosser also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

Based on the result of observation, miss H usually used questions ask for specific answer such as:

- a. *Who can introduce the family?*
- b. *How many people in your family Bagus? Who are they?*
- c. *How to reply if people say thank you?*

It was proven by the result of interview conducted with teacher 2.

She stated that:

“Pertanyaan-pertanyaan sederhana ya karena kelas VII kan, jaid pertanyaan-pertanyaan yang paling jawabannya satu jawaban pasti. Jadi bukan analisa, cenderung ke arah yang ingatan biasa.”

Based on the findings above, it can be concluded that the teachers used two types of questioning strategies from three types of questioning strategies suggested by Esther Fusco. There are literal question and metacognitive question.

2. The teachers’ preference to use questioning strategies

The result of observation proved that both teacher 1 and teacher 2 used questioning strategies in teaching and learning English in the classroom. They always give question in each session to get studnets’ attention and students’ undersatnding about the material that have been taught. This can also be seen from the result of interview, teacher 1 stated that:

“Jadi bertanya tentang materi yang sudah dijelaskan atau apapun yang berkaitan dengan pembelajaran itu sangat penting untuk mengetahui atau mengukur sampai dimana siswa memahami materi yang sudah dijelaskan oleh guru sehingga kita bisa menentukan apakah kita harus tetap berada di materi itu hingga siswa mengerti kemudian jika sudah mengerti baru kita bisa menaikkan tingkatan materi tersebut, baik tingkatan pendalamannya atau apa.”

Teacher 2 also said:

“Penerapan strategi bertanya cukup penting, seperti jawaban sebelumnya tadi, membantu guru dalam memahami tingkat pemahaman siswa sehingga bisa menentukan strategi pembelajaran apa yang akan dipakai oleh guru pada saat itu, hari itu.”

Based on the findings above, teacher 1 used metacognitive question to stimulate students’ thinking and measure what students have understand about the material, and teacher 2 used literal questions to check the

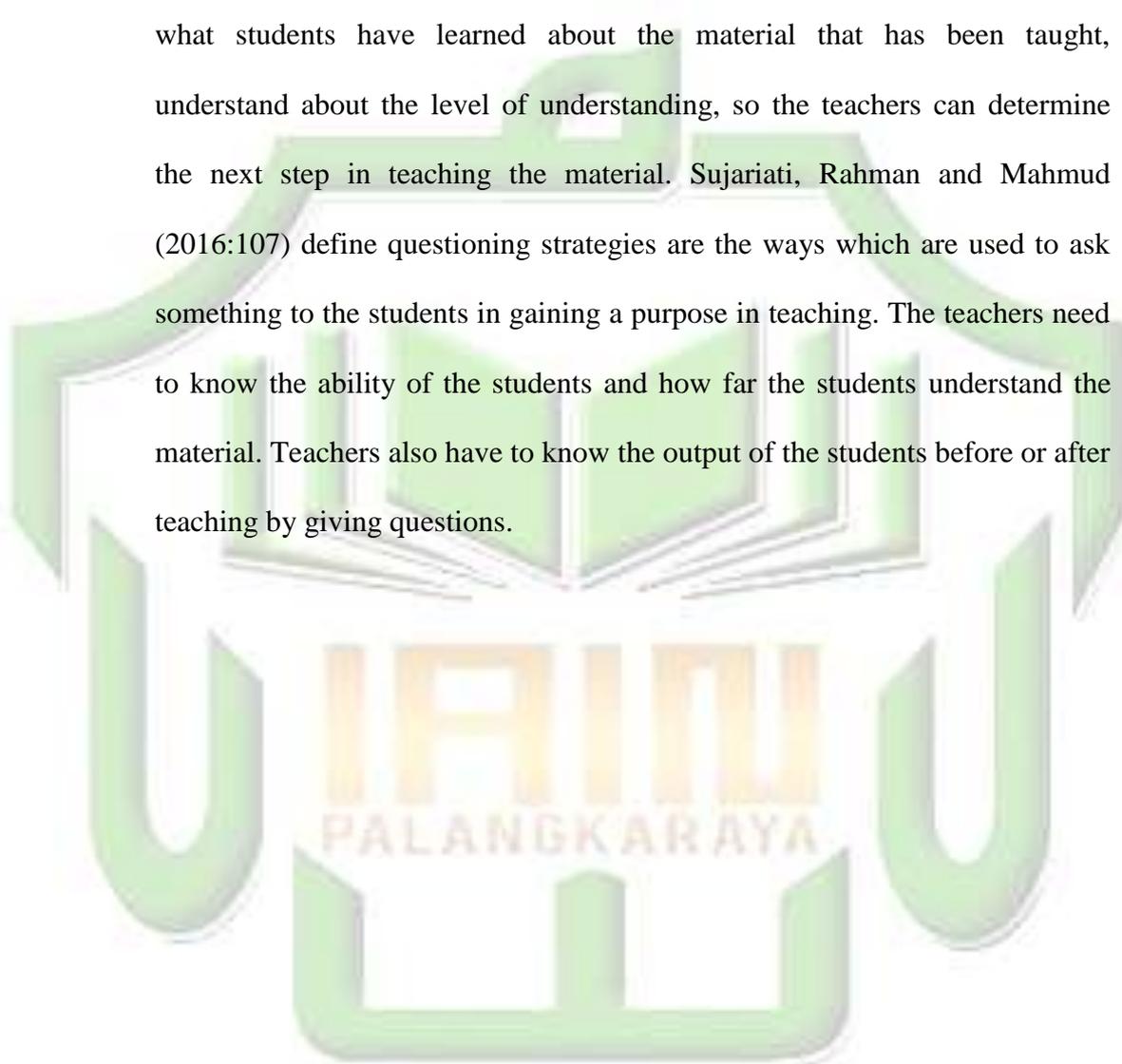
students' comprehension level and help the teacher to determine the next material.

C. Discussion

This research had described two important issues. The first one was about questioning strategies implemented by English teachers of MTsN-2 Palangka Raya. The result revealed that both of teachers used questioning strategies. They used probing questioning strategy, factual questioning strategy and divergent questioning strategy.

According to P.E Blosser, probing question is a series of question which require students to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond. Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided. The advantage of this questioning strategy is to encourage students to rehearse enquiry and comprehension, can extend into reasoning and hypothesis. And also it will create an inquisitive disposition and thinking or self-reflective approach to learning. Divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

The second issues was about the teachers' preferences to use questioning strategies. Both of teachers used questioning strategies to involve students in learning process, stimulate students thinking, to know or measure what students have learned about the material that has been taught, understand about the level of understanding, so the teachers can determine the next step in teaching the material. Sujariati, Rahman and Mahmud (2016:107) define questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. The teachers need to know the ability of the students and how far the students understand the material. Teachers also have to know the output of the students before or after teaching by giving questions.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes about conclusion and suggestion. The researcher concerns several points from findings and discussion about Questioning Strategies Implemented by English Teachers of MTsN-2 Palangka Raya can be concluded as follow:

A. Conclusion

Based on the result of the research, the researcher draws the conclusions that have been described as follows:

1. English Teachers both teachers of MTsN-2 Palangka Raya questioning strategies. They used probing questioning strategy, factual questioning strategy and divergent questioning strategy.
2. The teachers used probing questioning strategy to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond. They used factual questioning strategy to require the students to recall specific information students have learned, and they used divergent questioning strategy to require both concrete and abstract thinking to arrive and appropriate response.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the English

teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For the teacher

- a. Teachers recommended using questioning strategies to stimulate students' thinking and know the students' understand level whether using literal, inferential, or metacognitive question.
- b. The teacher has to be active, creative, helpful, and patient also welcome in the teaching learning process, so that the teacher can handle the students in the classroom well.

2. For the students

- a. The students should be more active, creative and has high self-confidence in learning English.
- b. The students should pay attention to the lesson while the teacher gives explanation about materials.
- c. The students must try to ask question that they do not understand about the material.

3. For the institution

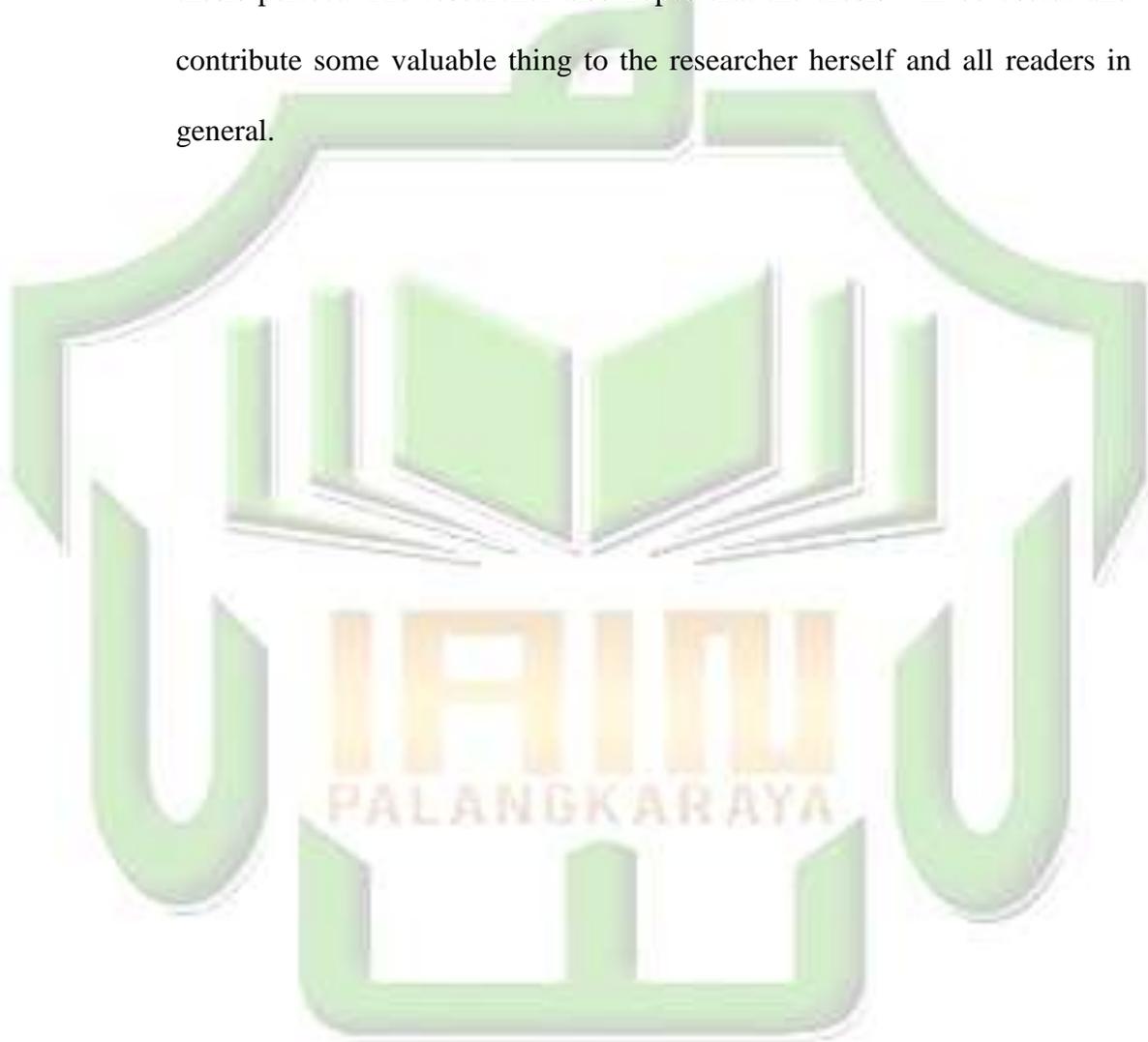
The institution must add the facility to support the teaching learning activity.

4. For the next researcher

It will be better if the researcher also investigate the effect of questioning strategies in teaching English in the classroom to the students.

5. For the reader

The researcher believes that this thesis is far from being perfect, so the researcher will accept good suggestions and constructive criticisms to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.



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